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The Church School Teacher

Vol. XXIII DECEMBER 1954 No. 10

From Your Director

By L. H. WESTBERG

IT IS Christmas time again. Soon we will be receiving cards from our friends, reminding us that Christ is born and telling us that we are not forgotten. It is good to be reminded that Christ is born. It is good to be remembered by our friends. And it is an encouragement to have an occasional "thank you" from friend or stranger for something we've done.

So this Christmas time, teachers, I add my reminder: "Christ is born!" And on behalf of the Church, a "thank you" for the significant work you are doing in Christ's Kingdom.

For a special Christmas "thank you," let me send you this letter from an Augustana Lutheran father. The letter was originally written to the editor of the Auburn, Massachusetts, *Gazette*. It is a tribute from a father to Sunday School teachers.

"Dear Sir:

I have held most of the top lay positions that are possible to be held in the church of my faith. These so-called top posts look rather minor, now that my children attend Sunday school. For I have come to recognize an unheralded, efficient, quiet little group called Sunday school teachers.

I have a boy 5, who has been in Sunday school for two years, and a girl two, who has been attending for three to four months. Every Sunday, my wife or I take them to school. They usually return home with the Bible story of the day, a picture which they have colored concerning the story, and songs. My girl is still a little young, but my boy's desire to attend each Sunday is as real and uppermost in his mind as visiting the beach, or the playground, or watching his favorite cowboy on TV. His spon-

taneity for singing Bible songs is heart-warming. Whether he is playing with trains on the kitchen floor, or helping his daddy in the yard, he is apt to at any moment sing, 'Jesus Loves Me,' or, 'Come Into My Heart,' or, 'The Wise Man Built His House Upon the Rock,' etc.

I like to think that my boy comes from a good Christian home; but nevertheless, the major credit to date, for his Christian training, lies with his Sunday school teachers. Through their efforts, there is being instilled in him the fundamental of a good clean life.

Because Sunday school teachers usually go unrewarded, and because there may be other parents who feel as I do, I want publicly to thank all teachers of all denominations for the spiritual and life training that they are imparting into our children.

A LUTHERAN FATHER
Auburn, Massachusetts"

Merry Christmas!

CHRIST IN CHRISTMAS

When all the signs of present day portend
The fast approaching of this age's end;
And when we realize that we in sin
Were born, that nothing good is there within;
And when we know if by ourselves we try
To win salvation we shall only die;
And when we know Christ came to fallen earth
As sacrifice to give us second birth;
Should we the loving Christ in Christmas scorn?
Ah, no! but hail with joy this Stable Born!

—Robert Dolf.

A Happy New Year for the Sunday School

By ERNESTINE SANDEN

MOST of our Sunday schools will experience a wonderful Advent and Christmas. How can they channel the joy and enthusiasm of this season into the months which follow?

The answer lies in early planning. During the month of December the plans should be made for the Second Quarter which begins on Sunday, January 2, and closes on Sunday, March 27.

The Planners

This means that prior to the December meeting of the Sunday school staff the superintendent will meet with his executive committee to make the general plans for the entire Second Quarter. The department leaders, the general secretary, the treasurer, and the librarian are members of this committee. The pastor, Christian education director, and the chairman of the church council's Christian education committee should also work with this group. What plans will they make?

First, they will study the calendar of the Sunday school events for the quarter. Second, they will select planning committees for the observance of Lent, Palm Sunday, Holy Week, and Easter. Third, they will make plans for the monthly Sunday school staff meetings to be held during the quarter.

In some Sunday schools a general plan for the work of the year is made by this executive committee before October 1. This plan takes the form of a calendar of events and is correlated with the curriculum used and integrated into the program of the entire congregation. At its December meeting the executive committee will review and make necessary changes in this calendar for January, February, March, and April. All in the Sunday school are benefited by a total plan for each quarter. If such a calendar has not been set up for the Second Quarter it can be done now with profit.

Special Observances

The second item of business before the executive committee at its December meeting is the selection of planning committees for the

special events of the quarter. Two committees will probably suffice:

1. A committee to plan for the observance of Lent and Holy Week including Palm Sunday.
2. A committee to plan for the observance of Easter.

Each of these committees should have a representative from each of the departments and work with the superintendent, pastor, and Christian education director in the planning. The superintendent will inform the members of their appointment and ask them to present tentative plans to the executive committee at its January meeting and the completed plans to the Sunday school staff at its meeting in the same month.

The third and most important task of the executive committee is the plans for the Sunday school staff meetings (In-Service Training) for the Second Quarter. The success of the quarter's work is largely dependent upon the quality of these plans and how they are carried out. The following is an outline of suggestions.

The December Meeting

The purpose of this meeting will be two-fold, (1) to outline the plans for the entire Second Quarter and, (2) to make the specific plans for the work to be done in January. The meeting may take this form:

I. *Bible Study*—30 minutes

With the help of the department leaders, the pastor may select a topic or topics which are the doctrinal need of the teachers as they use the Christian Growth Series during January.

A topic suggestion—"The Universal Priesthood of Believers."

II. *General Plans for the Quarter* —30 minutes

The Sunday school superintendent will present the calendar of events for the quarter as prepared by the executive committee. He will announce the planning committee appointments made by the committee. He will encourage the teachers of each department to make suggestions for these plans to their department representatives on the planning committees.

The tract, LENT AND THE CHURCH SCHOOL could be distributed.

III. *Departmental Study and Planning*—60 minutes

The leader and teachers of each department will work together to

A. Review the curriculum materials for the new quarter.
B. Study the first unit of the quarter.
   1. Biblical basis and aims
   2. Activities and materials needed

3. Plans for worship experiences

C. Make lesson plans for the unit and prepare needed materials.

Excellent help for the departmental study and planning is given in the articles for Beginners, Primary, Junior, and Intermediate found in this issue of THE CHURCH SCHOOL TEACHER.

The January Meeting

At this meeting specific plans will be made for February. This will involve an evaluation of the work done during January and the further carrying out of the total plans for the quarter. The following may take place at this meeting:

I. *Bible Study*—30 minutes

Select the subject according to the plan suggested for the December meeting. A topic suggestion—"The Gospel as Found in the Psalms."

II. *Background and Planning*—30 minutes

Reports of the committees appointed in December—a preview of the plans for the observance of Lent, Palm Sunday, Holy Week, and Easter. These plans may include a "get-together" of parents, teachers, pupils, officers, deacons, and pastors around the Sunday school work for the quarter.

III. *Departmental Study and Planning*—60 minutes

Department leaders and teachers will again work together. This month they will:

A. Review and evaluate the work already done in the quarter in order to make needed adjustments in the quarterly plan made in December.

B. Study the unit to be used during February.
   1. The Biblical basis and aims
   2. The activities and materials needed
   3. The plans for worship experiences

C. Make lesson plans for the unit and prepare materials.

The February Meeting

The plans for the work to be done in March will be made at this meeting. This will mean a total evaluation of the work done thus far in the quarter and plans for the effective culmination of the total program for the quarter. This is what might happen at this meeting:

I. *Bible Study*—30 minutes

Again select the topic according to the plan suggested for December.

A topic suggestion—"What Is the Christian Church?"

II. *Background and Planning for Holy Week and Easter*—30 minutes

Committees in charge. Suggested activity—preview of films or filmstrips for department use.

III. *Department Study and Planning*—60 minutes

Department leaders and teachers working together on the total plans for March. See the suggestions given for December and January.

A "Happy New Year" in every Sunday school can become a reality through organized planning.

Confirmation Class Teachers

By CARL L. MANFRED, *Associate Youth Director*

Thoughtful observers have noted that there are three great "C's" of vocational decision—three strategic times in the experiences of young people when they are prompted to give serious thought to the matter of their life's work. These "C's" are: 1. The Confirmation Class period. 2. The Bible Camp, League Convention, Campus Leadership School and Youth Conference period. 3. The College period.

In many respects, the most important of these three periods is the first one—because first impressions are so important. There is no time when young people are more impressionable than during the years they are receiving their confirmation instruction.

If you have the privilege of teaching such a group, we urge you to consider the opportunity to guide these young people into a knowledge of the Church's need for workers—pastors, missionaries, deaconesses, parish secretaries and workers, youth and parish education directors, ministers of music, nurses, social workers and other challenging vocations directly related to the Church's work.

We further commend to your use the filmstrip, "Who Will Go?", (a 20 minute colored filmstrip with records). A booklet by the same title offers further resource material. The filmstrip (rental, $2.50) may be ordered from: Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minn., and the 48-page booklet (price: 25c) is available from: Augustana Youth Office, 2445 Park Avenue, Minneapolis 4, Minnesota.

A second filmstrip, "A Job for Judy", (20 minutes, sound, color) tells of the adventure of parish work and would be of special interest to girls. It is also available from Audio-Visual Service. Rental, $2.50.

Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Second Quarter

By RUTH SWANSON

BEGINNER teachers, we are about to begin our plans for the second quarter. This is the last time we will use it in its present form. At present, work is progressing on its revision. A restatement of the aims of some of the units and lessons and, in some cases, a substitution in Biblical basis is planned.

Capitalize on Good

In the meantime, however, we must capitalize on what is good in each lesson and also make such changes as seem necessary to more effectively use the material as we have it now. In making those changes we must always remember that in the beginners department we are dealing with *four and five year olds.* Much care should be given to the selection of the Bible stories and the establishment of our aims. Even though we *tell* stories in preference to reading them directly from the Bible, we must not lose their beauty and purpose in our attempt to simplify them.

As we look into the teacher's guide for this quarter we notice two unique and very helpful features. It opens with a personal letter from our author in which she gives many practical suggestions for our consideration as we begin our new quarter. Then each lesson closes with a paragraph entitled "Summing Up." Let us not fail to use this specific help in our self-analysis. An honest appraisal of our work in relation to the material taught and the pupils' response to it, coupled with a sincere desire to increase in effectiveness, would be the first step toward improved church school teaching.

Parents' Part

This quarter, as in all others, we must use every opportunity to

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promote home-church co-operation. If, in checking each leaflet's note to parents we find that the Biblical basis of the lesson has not been given, we should include it before giving the leaflet to the child. Then, each Sunday, call the child's attention to the Parents' Part suggesting that the story of that reference be told to his parents.

A look at a 1955 calendar shows us that Easter comes on April 10, placing Palm Sunday and Easter on the first and second Sundays of the third quarter. That seems to call for an adjustment which would move lesson 13 into the third quarter. However, another very acceptable plan would be to follow the lesson sequence as it occurs in the material. The Easter story would be used on Palm Sunday and Easter Sunday left free for special services, programs, etc. To "catch up" we can easily use lessons 2 and 3 of the third quarter in one session later.

Applicable Aims

Breaking the quarter into units for further study, we realize that the unit aims and some lesson aims are stated with an adult point of view in mind rather than with the resultant effect on the life of the child. We must determine what we want *the child* to receive from each unit and establish our aims with that in mind, making them applicable to the beginners.

The following suggestions are given as possibilities for a more effective use of most of the lessons of this quarter.

Unit A

The opening unit "God Speaks to Us" presents to the beginners various ways in which we learn about God, and aims to lead them to an understanding that He wants us to tell others about Him.

Lesson 1. In using the leaflet with our classes, emphasis must be placed on the last thought of the story, namely, "Jesus . . . is always with us no matter where we are."

Lesson 2. Luke 12:22-32 will help us teach concerning God's providential care.

Lesson 3. An explanation of Luke 15:11-25 will express *to the children* what Jesus tells us about God.

Lesson 4. We can help the children recognize the parallel: Jesus went to the Temple, we go to our church to learn about God, by using Luke 2:42-49.

Unit B

Unit B is an excellent one on Bible homes. Through its stories we will give our beginners a background knowledge of Bible homes and encourage them to help make their homes happy by sharing in

their care and by being obedient, hospitable and kind.

The teacher's guide has a well written Bible story for each lesson. It would be well to tell this story in class and leave the application story of the leaflet to be used by the parents. The Revised Standard Version and a good Bible story book such as *Marian's Big Book of Bible Stories* by Schoolland will help us transfer the story into child language and still not lose its beauty and purpose.

Lesson 5. We will aim to help the children realize that they are to share in the care of their homes just as Adam and Eve were to care for their garden home.

Lesson 6. Hebrews 13:2 as a memory verse will more nearly coincide with aims of the lesson.

Lesson 7. Ephesians 4:32 will better agree with the lesson aims as given in our teacher's guide.

Lesson 8. The aim of the lesson should be to encourage our children to wish to be obedient and helpful to their parents as Jesus was to His. We must remember that the story in the teacher's guide is what *probably* happened in Jesus' home, because we have only a few verses of scripture telling of His boyhood.

Unit C

The aim of Unit C "Jesus, the Children's Friend" is aptly stated on page 43 of the teacher's guide.

Lesson 10. "A Little Boy's Lunch Grows Big" from *Marian's Big Book of Bible Stories* will help us follow the Bible story of the "Feeding of the Five Thousand" more closely than that found on pages 49 and 50 of the guide. Care must be taken not to over-emphasize the leaflet story because it does not make use of the application aim. Probably it would be advisable not to send the leaflet, as such, into the home. We might mount it on construction paper using only the center spread. The child could use this picture as a recall in telling the story to his parents.

Lesson 13. Another account of the Palm Sunday story is found in Matthew 21:1-12. The stories in both the guide and the leaflet are well written. By carefully weaving them into one we will give our children the complete Palm Sunday story.

Detailed lesson plans including the restated aims and changes made in the Biblical basis, as well as suggested teaching procedures and related activities have been prepared for the thirteen lessons of this quarter. These plans are available in mimeographed form from the Board of Parish Education, Augustana Lutheran Church, 2445 Park Avenue, Minneapolis 4, Minnesota.

Helps for Teachers of Primary

Christian Growth Series, Primary II, Second Quarter

By RUTH SWANSON

HAVE you ever selected a book on the strength of an intriguing title, then read the last few pages to determine whether or not you thought it worth reading? A satisfactory ending seems to be the criteria some folks have for establishing whether or not they have a *good* book. If that is our criteria we must say we have a *good* teacher's guide for this quarter. As we thumb through its pages we will notice that *the book* has a good ending and that most of the *lesson plans* also have good endings. "Teacher, Read This"—the last chapter of our 64 page book—gives us some excellent general suggestions as well as specific helps on resource material. So, primary teacher, *read this!*

Evaluation

Then, at the close of each session, we should evaluate our work concerning the use of the lesson material in relation to our class. Sometimes this important part of church school teaching can become just another routine or even forgotten, but our author more often than not gives a gentle push with a reminder at the close of the plan. Note the paragraphs titled "The Teacher Reflects on Her Work."

Story Telling

Another help included in this guide will be welcomed by those of us who would like to incorporate a story in our devotional period. Such a story is found in eight of the thirteen lesson plans. We will be so bold as to suggest that the leader *tell* these stories rather than *read* them. Most of them are short enough that they can even be learned verbatim if so desired. Remember, the presentation will be much more effective if we can give our entire attention to our audience and they give us theirs.

One suggestion which the last chapter gives will need to be discussed and decided upon early—preferably before the quarter begins. Easter falls on the second Sunday of third quarter this year.

In order to use the Palm Sunday and Easter lessons on those particular days an adjustment must be made, placing Lesson 13 in the third quarter. However, in looking into Unit C it seems a shame to destroy the continuity of the thought of "How the Church Grew" by shifting the lesson sequence. A more desirable plan would be to follow the lessons as outlined, using the Palm Sunday story on the last Sunday of the second quarter and the Easter story on Palm Sunday. Thus, Easter Sunday will be free for a review of the story via a flannelgraph or slides or some special event planned for the church school. Lessons 2 and 3 of the third quarter follow one another in Biblical chronology and can easily be worked into one session to put us back on schedule after Easter. Think it over, decide *soon* on a plan for action, then enjoy your teaching more completely.

Unit A

In the first unit, "Jesus Taught Us to Pray," we have the opportunity of helping our primary children begin to *understand* the Lord's Prayer. The following references, in addition to the Biblical basis of the unit, will be helpful in discussing Jesus' prayer life. Help the children locate and read the selections. The first graders and some second graders will probably need help.

Matthew 4:23; 27:46. Mark 1:35; 6:46; 14:32; 15:34. Luke 9:28; 2:32; 23:34, 46. John 11:41; 14:16; 17:9.

Pre-session Minutes

Let us make the minutes before regular class work begins an integral part of each session. Pre-session activities are important and very often set the tone for the remainder of the lesson. During this unit we might learn some new prayer songs, selected from the Prayer or the Praise and Thanksgiving sections of *Songs For Children*. The children will enjoy illustrating each song written in manuscript form on large cards or charts.

Some of the group can be interested in a selection of books on a browsing table. Most of the children will be able to read any of the following:

Thine Is the Glory—Taylor
Prayer For a Child—Field
Tell Me About Prayer—Jones
Our Father—Thomas
Children of the Heavenly Father—Johnson

Mind the Aims

In all of our teaching we must remember to keep the lesson aim in mind and make specific application to the lives of the children

in our classes. It may be necessary to restate the aims as we find them in the teacher's guide. We need not hesitate to do so, if we always remember the unit aim—to lead the children to realize that they may talk with God at any time, in any place, about anything. Let us not forget that purpose as we lead these primary children into a conscious and growing fellowship with God, through the use of stories, songs and discussions.

Insofar as it is possible, the related activities we include in any lesson should review and summarize the day's work. The Bible and Prayer Book described on page 8 in our guide would be such an activity for this unit. Suggestions for material to include are found in each lesson plan. In addition to using this as an individual project for each child, an additional book could be made as a class project and used as a resource book for later lessons.

Church-Home Contacts

This unit offers us an excellent opportunity to encourage family devotions. In our church-home contact, whether personal or via mail, the suggestion of the following recent publications in the field of devotional literature for use with children would be in order:

Before I Go to Sleep—Blyton

Our Father—Link

The first is designed with a meditation for each day of the month, plus special stories and prayers for special days, e.g., birthdays, holidays, etc. The latter has meditations in which the everyday experiences of the child are interpreted with spiritual insight.

Another help in church-home contact is the story paper, *'til 8 Stories* published by Augustana Book Concern. Much is being done to correlate the material used in *'til 8 Stories* with the lessons of the Beginners and Primary departments.

Unit B

The second unit "The Shepherd Who Sang Songs" is a very practical one. Through the study of various incidents in David's life we hope to help the children grow in appreciation of God's constant thoughtfulness and care.

The lesson plans for these five sessions are very complete and many good suggestions for procedures and activities are outlined for us. We will add only a few pre-session possibilities.

The unit aims are expressed in the songs: "How S t r o n g and Sweet My Father's Care" and "This Is My Father's World." Either one would be a good unit song and could easily be illustrated by primary children. Write the verses to be learned in manuscript

form on large charts. Let the children illustrate them by either their own drawings or cut-out pictures.

The following books related to the unit may easily be read by most children:

"The Good Shepherd"—Hattie B. Allen

"David"—Hattie B. Allen

"The Sheep and the Shepherd"—Chalmers

"Favorite Psalms for Children" illustrated by Marie Stern.

The filmstrip "Tamsy" based on the Twenty-third Psalm would make an interesting review of the first four lessons of the unit. It could be used during pre-session previous to writing the class psalm (Lesson 11). It has 36 frames and is in color. A script to be read and a utilization guide accompany the strip, which sells for $5.00.

Unit C

The majority of the last unit "How the Church Grew" will be studied next quarter. The two lessons of this quarter serve as an introduction, contrasting the church of long ago with our church of today.

Again, as in Unit B, the lesson plans contain many suggestions for planning and carrying out each session. Our problem will be one of evaluation, selection and adaptation. Let's get to work! We'll make our teacher's guides our workbooks. Comments, ideas, notes taken at our monthly meetings will fill the margins to make each plan really ours.

One More Word

As if it were a final admonition, our author closes Lesson 13 with these words: "only as the total work of each unit is kept constantly in mind can each session make the maximum contribution to the attainment of goals." So as we plan each lesson let us not forget also to keep an eye on the aims of the unit in which those lessons are found, in order that each one will become part of the larger whole rather than a separate entity.

Helps for Teachers of Juniors

Christian Growth Series, Junior II, Second Quarter

By HILVIE MAE OLSON

A GLANCE at the contents of the *Christian Growth Series* in the Junior Department reveals that the second quarter of Junior II, *The Activities of Jesus,* is one of two quarters in the series which are based on the life and work of Jesus. From January to March of 1954 *The Life of Jesus for Juniors* was studied. The comparable quarter for 1956 concerns *How Jesus' Work Goes On* and is based on the book of Acts.

A glance at the contents of the second quarter, *The Activities of Jesus,* shows that the 13 lessons are not divided into units. We can, however, think of the lessons in three units. We can call the first group of seven lessons "Jesus' Activities of Helpfulness." We can unitize lessons 8 to 12 and name the unit "Jesus' Activities in Face of Opposition." "Jesus' Plan for Continuing His Activities" is outlined in lesson 13, or "Unit C."

For the teachers' own background study, I recommend these books of the Leadership Training Series:* Alleman's *The New Testament—A Study,* Heinecken's *Truths We Live By,* Hiltner's *The Story of the New Testament,* Nolde and Kaufmann's *The Bible and Its Use,* and Snyder's *The Book of Life.*

A Visual Aid

The two-filmstrip set, *Life of Christ,* produced by the Christian Education Press, and selling for $10 at Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota, will also give a review of the life and work of Jesus. After it is viewed by the Junior teachers at a Sunday school teachers meeting, you can select portions of it for showing to the juniors along with certain lessons in the quarter. Plan to use it as part of the program at a family night gathering, too.

The fifth and sixth graders have already studied the life of Christ (if they used *Christian Growth Series,* Junior I, second quarter, last year) and the fourth graders will study it when they are in the

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sixth grade. The present quarter differs from the first series course more in aim than in its Biblical basis. While the one emphasizes the life and purpose of Jesus, the other emphasizes His work. *The Activities of Jesus* aims to lead the junior to study the activities of Jesus in order that he may cooperate with Jesus in accomplishing God's purposes.

God's Plan at Work

The Activities of Jesus will be studied during the three months after Christmas and just before Easter. When we observe Christmas we recognize that the story of God's plan for man reached a climax when Jesus was born. The preceding Old Testament study has helped us understand that God's plan for man's salvation was being unfolded throughout history —including the era of the *Conquerors, Settlers, and Kings.* Now as we study the second quarter we should recognize that Jesus' activities show us God's plan for our Christian living.

As the juniors study this quarter we should plan for them to "learn by doing." The Teacher's Guide suggests several ongoing projects, including a book of pictures showing Jesus' activities, and a picture map of Palestine showing where Jesus performed his deeds. You may think of other similar activities for your juniors. The books, *Bowie's *The Bible Story for Boys and Girls—New Testament,* Browne's *The Graphic Bible,* Jones' *Bible Stories* and *His Name Was Jesus,* Inslee's *Bible Adventures,* and Langford's *The King Nobody Wanted,* can be used as resources for the projects as well as for enrichment reading.

After these projects are completed, the juniors should share them with shut-ins or children in hospitals or other people to help make them happy—as Jesus did things to help people. What a marvelous experience this could be! The juniors wouldn't just *study about activities* in which they cooperate with Jesus; they *would be co-workers!*

Unit A

The first seven lessons are about "Jesus' Activities of Helpfulness." Through this unit of lessons we aim to lead the juniors to a realization that God wants and enables them to serve and help other people just as Jesus did. Each lesson in the Guide and Study Book gives excellent guidance for accomplishing this aim. Suggestions for real service projects for a local hospital, and for real experiences in helping at Sunday school, at home, and in the community, should prompt every teacher to give the juniors these opportunities.

In addition to the suggestions with lesson 3, "Helping Sick People," the juniors can sense anew their opportunities to help sick people far away as well as to help those in their community. The fourth missionary worship service outlined in *Christian Growth Through Sharing—Junior II* (the Children's Missionary material available from Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois) should be presented at the close of this lesson. The missionary worship's theme is "Trails to Medical Missions."

The filmstrip, *Be a Missionary,* for sale at $3 from our Audio-Visual Service, may be shown to the entire Junior Department at the close of lesson 5, "The Family of Christians." This would help your juniors prepare to ask unchurched in the community to come with them to Sunday school—a suggestion in that lesson.

Concordia's colored filmstrip (number C-25), *Feeding of the Five Thousand,* available for $5 from Audio-Visual Service, may be shown as a part of lesson 7, "Jesus Helps People Get Food." The discussion that follows should lead into a study of the petition, "Give us this day our daily bread." Along with developing a greater sense of gratitude, we should encourage pupils to share with the needy. This will prepare the way for a panel discussion on Lutheran World Action, possibly in a joint session of the entire Junior Department. This presentation, showing one avenue for sharing with the needy, is found with worship service "5" in *Christian Growth Through Sharing.* (A missionary worship planning committee will, of course, have worked this out in advance.) The missionary worship, "Helping People Get Food," will climax this session—and this unit on helpfulness.

Unit B

Lessons 8 through 12 may be considered "Unit B" with its theme being "Jesus' Activities in Face of Opposition." Through it our aim is to lead the juniors to a conviction that, just as Jesus received courage to carry on His Father's work in face of opposition, we, too, shall receive courage to do His will at all times.

For the individual or group picture books of the activities of Jesus, a new chapter will begin. Now the emphasis will be on the hardships of Jesus, and the way He met them.

Real, present day activities of helpfulness which the class members carry out should include some really difficult ones—such as inviting an unchurched of another race to attend church. Or perhaps some real opportunities will arise for your juniors to return good for

evil, or to take a minority stand for the right.

For practice, let your juniors act out a typical situation when it is difficult for a junior to express his Christianity. Then, in re-enacting the scene, let some junior play the role that a Christian should in such a situation. (Such dramatization is called "role playing.")

"My Stewardship Account"

Lesson 9 is a stewardship lesson. This year it will be possible for every junior to receive on that Sunday a *Stewardship Account* book for his very own! In it he can begin immediately to keep accurate account of his earnings and spendings, as well as to improve his stewardship of time and talent. This new 32-page booklet, *My Stewardship Account,* has stewardship Bible references and thoughts printed at the top and bottom of each accounting page. This junior account book is available at 15 cents each or $1.65 a dozen from the Augustana Book Concern, Rock Island, Illinois. Place your order now.

Unit C

"Jesus' Plan for Continuing His Activities" is our newly-named theme for lesson 13. Jesus planned with His friends so that they could carry on His work. Then He promised He would be with them always to give them the power they needed.

The filmstrip by Church-Craft, *The Resurrection Story,* selling for $5 at your Audio-Visual Service, could be shown with this lesson or at a special Junior Department family night or party later in the week. At this time, when the Easter season is at hand, the juniors should be led to appreciate the importance of Jesus' resurrection, and its place in God's plan for redeeming all mankind.

The missionary worship suggested for this final Sunday of the quarter gives the challenge "Forward with Christ—Foreign Fields." Preceding it, sufficient time should be given for the various committees to show and explain their completed projects to others in the class or department.

A Weekly Partner

Teachers, parents, and juniors will be given a weekly teaching partner in the form of *Junior Life,* the new church school story paper for juniors. It is correlated with the *Christian Growth Series* lesson material. Many of the interesting stories are application-to-life experiences of people faced with the same situation confronting the character in the lesson. The "Fun Page" includes games and puzzles and poems related to things being studied in Sunday school. "This

Week in Your Home Devotions" includes seven Bible references each week—one passage for each day's devotions—taken from the Bible study of that Sunday.

If your Juniors are getting *Junior Life,* the new Augustana S. S. paper, encourage them and their families to follow the suggestions for daily Bible readings. Suggest that the parents let "Junior" lead some of the family devotions, selecting Bible texts from this weekly column. Then why not write to the editor of *Junior Life* or THE CHURCH SCHOOL TEACHER telling how this aid has helped promote better co-operation between the church school and the home?

If your church does not subscribe to these papers now, we highly recommend that you do so. No teacher should do without this weekly partner.

May we all experience real joy as we study and practice *The Activities of Jesus.*

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*All books listed may be purchased from The Augustana Book Concern, Rock Island, Illinois.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate II, Second Quarter

By HILVIE MAE OLSON

What's in the Old Testament?

WE'RE trying to help the *7th, 8th,* and *9th* graders find at least part of the answer to this question during the first two quarters of this year's work. No doubt we teachers are also gaining new appreciation of God's revelation to us through the Old Testament—especially if we are studying books such as Alleman's *The Old Testament—A Study,* Cooper's *The Story of the Old Testament,* and the *Westminster Historical Atlas to the Bible* to help us grasp the significance of our text.

The six months' study of the two quarters titled *What's in the Old Testament* should reveal to all of us mankind's need for a redeemer, and God's purpose of winning men back to perfect fellowship with Him. Throughout the Old Testament God is unfolding His plan for man's salvation.

During the Christmas season we recognize that God's plan was completely unfolded when Christ was born. Again at the Easter season—just when our six months' study will be culminating—our Christian world celebrates Christ's victory over death. We declare unhesitatingly that Christ is the Redeemer we need.

Two-Fold Aim

Our two-fold aim, then, for *What's in the Old Testament? Saul to Malachi* is the same as it was for the previous quarter:

1. To help the intermediate increase his knowledge of the Old Testament's record of God's revelation to man and man's efforts to make himself righteous.

2. To help the intermediate to grow in an appreciation of God's love for sinful man, to develop a firmer faith in the Saviour—based on the growing knowledge and understanding that man cannot save himself, and to seek purposeful expression of his faith in the everyday problems of life.

Many intermediates have been keeping notebooks or have been making scrapbooks to record the important and interesting things of their Old Testament study. The *Teen Talk* S. S. story papers are encouraging them to make these books as attractive and original as possible, and to write to the editor about them. Of special interest will be reports and pictures on how the scrapbook is being used or is to be shared. Some of these letters and pictures will appear in *Teen Talk*.

A Time-Line

Some intermediates have also been recording their findings on charts and time-lines. If your group has not begun a time-line yet, now is a good time to start it. Let the line begin at 2000 B.C. and extend to 100 A.D. Determine a scale that will be practical for your class—perhaps 10 inches to 100 years, marked off on a long line drawn on a roll of shelf paper. Place pictures of persons or events and write important facts at the correct place on the scroll. The completed project can be referred to time and time again by Bible study groups in your church.

One source of information for such a project is the tract, "A Fresh Approach to Bible Reading," by John C. Trever. It includes an outline chart of Bible history. It is available at 3 cents a copy (or $1.50 per 100) from the Division of Christian Education of the National Council of Churches, 79 E. Adams Street, Chicago 3, Illinois.

Events in Old Testament history may also be charted on several outline maps that a committee of Intermediates can make. Some suggestions for map work are given in the Study Book. The setting for other events can also be designated on these maps by pinning flag labels at the right places. *The Graphic Bible* by Lewis Browne is an interesting and easy-to-follow reference for such projects. A good historical atlas of the Bible will serve your need, too, as well as being more complete and more authentic.

Unit A

The second quarter begins with the Hebrews' experience as a united kingdom. From the study of the three kings of Israel, we note that the same theme is predominant as during the period of the judges: *If Israel remains faithful to Jehovah she will prosper; if she becomes disobedient, she shall suffer.* Saul's disobedience caused the kingdom to be taken from him. David's trust in God brought him success, but his sins brought pun-

ishment. Solomon's wisdom and understanding brought him great fame and riches, but with his prosperity came selfishness and a consequent rebellion.

Unit B

In Unit B we learn of the experiences of the northern kingdom after its successful separation from Solomon's kingdom. The same theme is repeated: *Loyalty to God brings national security; disobedience brings God's wrath.*

On the time-line the pupils will mark the year 925 B.C. as the division of the kingdom. A line may branch up and then run parallel with the one which represents the Messianic line. Here the prophets Elijah and Elisha appear to bring God's message and warning to the people. The line will stop at 722 B.C., for that's when the northern kingdom came to an end.

Unit C

In Unit C we learn of the experiences in the southern kingdom. Theirs was a longer period of existence, largely because Judah's kings (of David's line) more faithfully maintained true worship. Eventually, however, idolatry made fearful inroads which brought about the prophetic warnings of Isaiah and Jeremiah.

Unit D

Unit D, "The Exile and After," gives us examples of God's love and faithfulness shown during and after the period of the exile. The Hebrew religion was preserved even though the Jewish people were captives of the Babylonians. In fact, a remarkable stirring of religious activity accompanied the ministry of Ezekiel and other exilic prophets. Regular Sabbath meetings of the Jews began to be held for worship and preaching. The writings of the prophets were carefully preserved and eagerly read. Sacred writings were collected, and the Old Testament Bible began to take a form which could be used to lead the way back to God.

God Prepares

When political conditions allowed it, God raised up persons to lead His people back to Judah. God kept His covenant and continued to prepare His chosen people—and the world—for the coming of the Messiah.

Lesson 13 reviews the two quarters' Old Testament study by stressing "The World's Need." By reviewing the story illustrated on the time line, the maps, and the students' scrap books, we see once more that man needs something more than the law to enable him

to live righteously. Mankind needs redemption from selfish sinfulness. God sent that Redeemer when He sent Jesus. The solemn and beautiful Lenten and Easter festivities bear witness to this truth.

Helps Along the Way

Along the way, teachers of intermediates will be given a partner in the form of the new Augustana church school story paper, *Teen Talk*. It is correlated with the Intermediate *Christian Growth Series*. Each week a series of daily devotions are printed which are based on the lesson the intermediates are studying. Augustana Book Concern, Rock Island, Illinois, will handle your subscriptions.

The missionary education correlation is another help. Along with the six-month Old Testament study which presents the world's needs, there are six monthly programs about various peoples whose great need is Christ. This material, *Christian Growth Through Sharing,* Intermediate II, may be ordered from the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

In addition to the books already mentioned (all available from Augustana Book Concern, Rock Island, Illinois) these three books for pupils and teachers will help you appreciate the drama and the simplicity of the latter part of the Old Testament: *The One Story,* by Hulda Neibuhr, *The Bible Story for Boys and Girls,* by Walter Bowie, and *The Heart of the Bible,* a Bible history by J. Vincent Nordgren.

Audio-visual aids may be secured from the Audio-Visual Service, 2445 Park Avenue, Minneapolis 4, Minnesota. The filmstrip in color, *Solomon, King of Israel* (CO-8), costing $5, will make a good review of lesson 4. *Hezekiah* (CO-19), in color and also selling for $5, can enrich lesson 9.

The 22-minute motion picture, *Amos,* renting for $9, is recommended for a Junior High League meeting or a family night gathering in February. That's when experiences of the kings and prophets of the divided kingdoms are studied. The 50-minute film, *Queen Esther,* renting for $17, could be shown at such a meeting in March —near the time when the pupils are studying the experiences of the Hebrews in exile.

When the quarter ends, Easter will be approaching. The Old Testament study reveals the world's need for salvation. Easter assures us that God, Who raised Christ from the dead, can give each of us what we need.

Teacher Attitude

By ARNOLD B. CHEYNEY

TEACHER A: The attitude of my children toward learning those foolish memory verse selections is terrible. It just seems to be a losing battle.

TEACHER B: That's strange. My class really enjoys learning them and I have been helped immensely myself.

WHO are you? Teacher A or B? Possibly the readers of this article will look askance at Teacher A and say, "Well, she certainly has a poor attitude." That is easy enough to ascertain but what is the cause? The term "attitude" is too often used to cover a multitude of sins that we cannot or will not find the causes for. We cannot alleviate a poor attitude until we know the cause.

Attitude can be defined as to the way we react to stimuli, suggestion or thought. As an example of this we can take the case of Billy who comes to class with a garter snake in his pocket. The teacher will either draw back in horror or quite possibly turn the experience into a learning situation, especially if the class is studying about the creation of man. The attitude toward the snake is determined by the previous experience of the teacher.

John comes to Sunday School spotlessly c l e a n, although his clothes are very worn. One teacher will overlook the boy as an individual while another teacher, who probably experienced a frugal childhood, will take the boy under her wing.

From Early Childhood

Therefore, the attitudes of a teacher start back in the very earliest of childhood. Consider the number of times in the past six months that you have mentioned your experiences and what you learned from them as a child in order to put some point across in a lesson. Occasionally you will find yourself doing mannerisms that you associate with your mother or father. That is partially how an attitude becomes an integral part of us. Consequently, the attitudes (reactions to stimuli) a teacher brings to a learning situa-

gree how a child will react in his future contacts.

There are certain attitudes that need more cultivation than others and they need more emphasizing especially for 20th Century living. With the world getting farther and farther away from the Saviour our attitude toward Him must be more pronounced in an outward and dynamic fashion. Jesus said, "He who is not with me is against me, and he who does not gather with me scatters." Matt. 12:30 R.S.V.

Enthusiasm

The old saying "Do as I say and not as I do," hasn't the remotest place in the philosophy of a teacher, although too often it consciously and unconsciously does. If we wish to instill in children a love for God our attitude must be such that we radiate His love. It is not enough to teach the love of and for God and to live an exemplary life. We must also be enthusiastic. Enthusiasm generates enthusiasm.

Tolerance is an attitude that blows for good or ill with the nod of the head or a grimace of the face. To "tolerate" a person implies that we are "putting up" with a situation that we cannot control. Our attitude then is one of forbearing. Can we teach religious, racial, and class tolerance that way? No, the attitude of Christian tolerance comes only through a deeper love of Him. Much of our tolerance toward our fellow man consists in seeing how often we can avoid him so that our inner reactions will not convict us of our true feelings. Children can sense the tolerance attitude through the shrug of a shoulder, tone of voice, and the expression on the face. And, as was stated before, we can only develop in this aspect of attitude through a greater love of Him and prayerfully seeking deeper insights into His Word.

Loyalty

The attitude of loyalty to church, home, and friends can most easily be instilled in children by the loyalty of the teacher to her work. If a teacher is consistently loyal in her attendance and planning of the lesson she is more apt to develop that attitude in her pupils. A number of years ago, as a young lad, it was the author's privilege to sit under a particularly fine Sunday school instructor. Although few things if any can be recalled about what transpired in those lessons there remains the fact that that teacher was loyal to his calling; and it increased the loyalty of the class to know that the teacher could be depended upon to be there.

Courtesy is often on a one way

street. Children are supposed to have it when around adults but adults are above that sort of thing in dealing with children. How foolish! How often do you interrupt a child who is speaking with his peer or another adult? Courtesy is another attitude which is quite often intangible and cannot be taught by rote learning or a lecture method. It is best taught by example and it must become deeply ingrained because of habit. Habit only comes through constant use. A teacher's attitude toward courtesy will form or deform a child's attitude.

Interest

Are you really interested in what you teach? It has been said that children are interested in everything. The teacher's concern then is to present her material in order to utilize the children's interest. But you cannot do that if you are not interested yourself. Here again we find that children can "sense" an attitude of interest in a teacher just as a wild beast "senses" fear in a human. A healthy attitude in the matter of interest is a prerequisite to all good teaching. If a teacher can interest a child in the lesson material to such an extent that other matters are secondary a major objective will be achieved.

But teacher interest must come first. If you are not sold, if your interest is not sharpened to the point that you want the child to be as interested as you, then your attitude toward the lesson is not up to par. A teacher's attitude toward her subject matter determines whether a child learns well or just coasts along.

But for the Grace of God

Quite often it takes a considerable amount of grace and perseverance to deal with certain classroom situations. Boys and girls have so much vitality that we are often prone to consider their attitudes toward matters of the Lord as disinterest. It is difficult to keep a wholesome attitude in the face of such conditions. For instance, you may have a large class of boys of which a major portion come from broken homes. Possibly the parents send their children to church and themselves never darken its doors. Love might never be manifested in the home and the only way they can receive recognition is literally to fight for it. An attitude that says, "But for the grace of God my childhood would have been like that" will bring you closer to your children.

Is there anything you can do about your attitudes?

First, check your attitudes as

objectively as you can. What is your attitude toward Christ? Do you really know Him? Have you experienced His love in your life? Are you still asking the same question that Nicodemus asked as related in the 3rd chapter of John? Are you just tolerating your Sunday school class till the next one comes along? Are you loyal? Are you courteous in the face of discourtesy? Are you interested in your subject matter?

Secondly, check your attitude toward prayer. Do you pray, "Lord I need help in Your work. If it be Thy will I would appreciate having it." Or do you come boldly to the throne of grace and claim that which God has promised you. "Let us therefore come boldly unto the throne of grace, that we may obtain mercy, and find grace to help in time of need." Hebrews 4:16 AV

Finally, remember that teacher attitudes need not necessarily be changed but they should constantly be developed to a greater degree of excellence in all of us.

The Influence of Parents

As the baby becomes a child and the child an adolescent, the parents have him less and less to themselves. Nevertheless, their share in his religious development continues to be far more effective than most of them realize, though it operates rather differently as he passes from one stage to another on his way to manhood, and influences him throughout his whole life. It is during infancy, however, that they exercise in a unique way this inalienable power and privilege of fostering or repressing, enriching or impoverishing his elemental capacities of love and hate, trust and fear.

BASIL A. YEAXLEE in "Religion and the Growing Mind."

* * *

Take up your cross, then, both daily and believingly. And all the time be sure to exercise your imagination on your cross. For one thing, imagine yourself in your offensive neighbor's place. Put yourself inside the mind and inside the heart and inside the history and inside all the circumstances of the man who is such a cross to you. For, depend on it, we are all as great crosses to other people as they are to us. He is a hopeless fool who goes on all his life thinking and saying and praying that he is the only injured man and the only insulted man and the only despised man and the only cross-bearing man in all the community.

The Treasury of Alexander Whyte.
(Fleming H. Revell Company)

My Make-Believe Mom

By HELEN GREGG GREEN
National Kindergarten Association

BILLY and I are writing down some of those things that we especially like in a mother. Billy can tell about his mother, but my mom died when I was three years old; I'm now twelve. I'll have to write about a make-believe mom. I know what I like in the other fellows' moms, so it won't be hard—not a bit.

I'd like my mother to have laughter in her eyes, lots of merry way, and, when I'd done something I shouldn't have done, to tell me, "I'm sorry about that, Sonny, but I make mistakes, too!" I'd know very well she didn't mean I was to take advantage of her being nice and keep on making the same mistakes.

We Start from Scratch

I should want my mom to talk regular about the things a boy needs to know—both important big things and little things. Sometimes parents seem to forget we start from scratch and have everything to learn. They expect us to know more than we've had any chance to find out. I'd like a mom who'd sit down, gentle-like, and talk to me about religion, explain death, and help me to understand some of the problems I'm going to have. I want to know how wars get started and why we can't stop having them.

Then, the mom I'd like would let me play anywhere in the house. Our housekeeper won't let me play here, won't let me play there. She says I might scratch the furniture. I try to ask Dad what's a house for anyway? But he's busy; he looks out of the window and doesn't hear what I'm saying.

Too Formal

And I'd like my mom to be nice to all the boys I bring home. They don't seem to want to come to our house. Billy Potter says, "Shucks, it's too big and formal." It's like my dad, I guess. When I introduce the neighborhood fellows to her, as I do to Mrs. Black, I want her—my mom, I mean— to smile and say, "Yes, I've heard Bob talk about you," or ask them to dinner or tell them she hears they have a new baby at their house. But Mrs. Black sort of freezes up, and pretty soon the boys say they have the

grass to cut, or something like that, and I'm left alone in this big house, which is as lonesome as all get out.

A boy has problems. Nobody ever seems to think of that. But my mom would take a lot of interest in me as a boy. My biggest problem is not being allowed to have a dog. Mrs. Black says she won't have one around the house, and Dad and that pretty girl he b r i n g s to dinner sometimes, the one with the honey-colored hair, never seem interested in whether a boy needs a dog or not.

She'd Take An Interest

Then I want to know what I should do to s h o w my friends' mothers the way I feel about their being so nice to me. I'd like to take them candy or something special, but no one will talk this over with me. No one seems to listen. I keep thinking about how fine it'd be to have a listening mom. She'd really take an interest in what goes on at school.

My dad wants big grades. But he never talks about school, except in a far-off sort of way. He sends me to camp, but he doesn't know what I do there. And this mom would talk about my going to Sunday school. Dad never takes a n y interest in it, and Mrs. Black says she doesn't see why I need to go to Sunday school. But I bet if I had a mom she'd think it a swell idea. I still kneel down every night and say my p r a y e r s, the way Gram taught me, but it sure would be great if Dad would do it with me sometimes, the way Ted's father does with him.

Plain, Gentle and Sweet

Well, I guess I'll just have to be content with a make-believe mother for a while. Maybe sometime I'll get a real one. I hope it's not the "yellow chick," because it's plain she doesn't like boys my age. The only time her eyes get bright is when Dad drives out in his big, black shiny car. Then she smiles and pats my arm. "I'm c o m i n g over to spend a whole day with you, Bob!" she says, but she never does. Never. I wouldn't know what to talk about if she did. It's awful hard to talk to clever actresses. I'd like a different kind of mom—one sort of plain, gentle and sweet, but pretty, too, like Billy's mother. Next to the picture of my mother, Billy's mother is the prettiest woman I ever saw. Specially when she puts her arm around my shoulder and asks, "Bob, will you j o i n us for dinner and a little Bible-reading? You shall use the big Bible with the pictures." I like that. I sure do like that.

"Wanted: Workers for Christ"

By REV. PHILIP W. PEARSON
and SISTER GERTRUDE HILL

"WHAT shall I do with my life?" is a soul searching question recently asked by a young woman of nineteen in a large western city, who further stated, "even though I enjoy my work as an office secretary I feel that the challenge of Christian service is still unfulfilled in my life." Thoughts like this are in the minds of many young people as they face the responsibilities of the coming generation.

Today, as from its earliest history, the Christian Church places primary emphasis on the commission of Jesus to go forth with the ministry of the word and the ministry of mercy. And the Church has grown in the fields of home, foreign, and social missions. Devoted lives are finding their places as pastors, deaconesses, teachers, parish workers, social workers. But the question remains, "Are we properly and effectively bringing the inspirational challenge of Social Missions to our Church schools, Luther Leagues, adult Bible classes, and other organizations within the local congregation?"

The social emphasis is growing in our country. State and local groups are working in the field of social welfare. In far greater measure the Church must also be present with the message of love and mercy. Social Missions is the bringing of the Christian message in word and in deed to the physically handicapped, the chronically ill, the mentally retarded, the aged in our institutions, the children in our children's homes, and the sick in our hospitals. The burden of this work is exhausting, the need for Christian workers is great.

Satisfying Answer

Our Church is providing for young women a most vital and soul satisfying answer and challenge in the field of Social Missions through the ministry of mercy of the Deaconess. We hope that the following questions and answers will form a sound basis for study and discussion not only in Sunday School teacher groups, but in all

The Rev. Philip W. Pearson is director of Public Relations for Immanuel Deaconess Institute, Omaha, Neb. Sister Gertrude Hill is dean of education at the Institute's Deaconess Training School.

the organizations of the congregation that need to be well-informed about this important phase of Christian service.

What is the Diaconate?

The word "diaconate" comes from the same root as the word "deacon". It means to serve, to minister. Those who rendered assistance to the poor within or beyond the congregation were known as deacons, and women who exercised this service were called deaconesses. The term used for the group of deaconesses or the fellowship of which they are a part is "diaconate".

Is there Biblical basis for the origin of the Diaconate?

The Christians of the first congregation laid their offerings at the feet of the apostles, who ministered to the poor. When their work was increased, the widows were sometimes overlooked in the administration of charity, and led to the institution of the office of deacons. As time went on, women helped the men in this work. In Romans 16:1 Paul refers to Phoebe, a servant of the church who had been a helper of himself and many others. We think of Phoebe as being the first deaconess.

What, in brief, is the history of the Diaconate?

Through the centuries there were women at work in the church. Some of these women were organized into groups and others worked as individuals. In 1836 Rev. Theodore Fliedner organized a Deaconess Institution at Kaiserswerth, Germany. He has been called the founder of the modern diaconate. Deaconess Institutions were afterward established in other cities in Germany and in other parts of Europe. In 1849 four deaconesses came from Kaiserwerth to begin work in America. The first field of service for Lutheran Deaconesses in America was at the Passavant Hospital in Pittsburgh as a result of Rev. William Passavant's visit with Rev. Theodore Fliedner in Kaiserwerth.

The Immanuel Deaconess Institute was organized on October 8, 1887. The first deaconess in our Augustana Lutheran Church was Sister Bothilda Svensson. She enrolled as the first student in 1887 and entered deaconess service when the Immanuel Hospital was opened in December 1890.

How does a girl receive a call into the Diaconate?

It normally arises out of some definite experience with Christ, whereby the Holy Spirit gives a desire to serve the One who has given His very life for the salvation of mankind. Sometimes that desire arises in childhood, at Confirmation, at a Bible Camp or other young people's meetings, and sometimes it just grows gradually in the heart of the individual.

When God's love permeates the young girl's heart, she wants to give her whole life to His service. Then through various means she is confronted with the Diaconate as a channel through which she can pour out her love, and God sends her a definite call to serve Him in the ministry of mercy. Her experience is much like that of a Pastor when he is called into the ministry of the Word.

Why do girls want to become Deaconesses rather than remain as lay workers in the Church?

For the reason that it is a definite call from God, and they sense it to be His will for their purpose in life. Then, too, the Diaconate offers several things of which lay workers do not always feel assured: the fellowship of the Sisterhood, the official approval and backing of the entire Church, the security of the Deaconess Home plan of living which involves life employment, life care in sickness and health, and the peace of a Christian community; the sense of belonging to a community which began in Apostolic days and which has continued through the centuries.

Where are Deaconesses trained?

They are trained at Immanuel Deaconess Institute in Omaha, Nebraska, and other affiliated schools. Our Church supports a Training School for deaconess students. The campus of Immanuel consists of six blocks with twenty-four buildings. The divisions of the Institute, such as the hospital, home for aged, home for invalids, home for children, child welfare division, paramentics and communion wafer departments, provide clinical training for the students.

How is a deaconess trained?

Basically her training extends five years after High School. Her first year is spent at Immanuel where she receives both theoretical and clinical training. One semester is spent in the classroom studying Bible, Diaconics and History of the Diaconate, Psychology, Survey of Social Service, Principles of Teaching, and Public Speaking. Clinical training consists of actual participation in institutional management and functions. The second year is spent at an approved Bible School. The preparation for specialized service at an affiliated school concludes the training period. The training depends upon the student's aptitude and choice of service.

What areas of service are functioning through the Diaconate?

At Immanuel we have about thirty different avenues of service, but we generally group them into nine different fields: the Parish, Hospital, Institutional Services, Child Welfare, Missions, Social Rehabilitation, Teaching and Church Arts.

Does a Deaconess have any title?

After the first year of training,

the deaconess student wears the official uniform of the Immanuel Diaconate, and is called "Sister". After completion of her training, she is consecrated at a synodical convention of the Augustana Lutheran Church and becomes a Deaconess. "Deaconess" is her official title, but in addressing her, she is called "Sister".

Who can become a Deaconess?

Any woman, a member of an Evangelical Lutheran Church, who is between the ages of eighteen and thirty-five, who has had a personal experience of Christ's redeeming power, and has felt a definite call to the Diaconate, is eligible to enroll in the training school. Prospective students may write to the Dean of Education for the necessary registration blanks.

Are Deaconesses similar to the Catholic Nuns?

They are in the sense that both love and want to serve their Lord do, and may leave the Diaconate for good and sufficient reasons. Deaconesses do not marry while in the Diaconate but if they find that to be God's will for them they and His Church. But our Lutheran Diaconate is a free and voluntary service. Deaconesses do not work to earn any merit for themselves, but serve in love for their Saviour who has earned for them their salvation. Our deaconesses take no vows as the Catholic nuns can resign to establish a home.

Why do we so seldom see a Deaconess?

Because their number is too small to reach into all congregations and institutions. We have ninety deaconesses in the Augustana Diaconate. That number cannot possibly reach into our almost twelve hundred congregations. Our great problem is to challenge and train more students. They will come for training and service when our people see the need and begin to pray earnestly to the Lord of the harvest to send forth laborers into His harvest.

Dear Daddy

Sign on little girl's bedroom door: "All boys stay out of this room. Except men."